

# Enderby Road Infant School

## Inspection report

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<b>Unique Reference Number</b>	117768
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	326682
<b>Inspection dates</b>	15–16 September 2008
<b>Reporting inspector</b>	Peter McKay

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	0
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Melanie Brown
<b>Headteacher</b>	Mrs Caroline Riches
<b>Date of previous school inspection</b>	1 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Sunningdale Road Scunthorpe DN17 2TD
<b>Telephone number</b>	01724 861571
<b>Fax number</b>	01724 861984

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<b>Age group</b>	3–7
<b>Inspection dates</b>	15–16 September 2008
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The school is much smaller than average. It serves an area of mixed local authority and private housing which includes pockets of social and economic disadvantage. The number of pupils eligible for free school meals is above average. About 20% of pupils have learning difficulties and/or disabilities, though recently some year groups have had a much greater proportion. Almost all pupils are of White British origin. The school holds Healthy Schools and Activemark awards. The school has Early Years Foundation Stage (EYFS) provision.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school that provides an outstanding level of pastoral care and support. Under the very able leadership of the headteacher and with a stable management structure, it is well set to build on its strengths. The school has worked hard to overcome barriers in engaging more parents to support learning. Comments from parents indicate that they are very positive about the school and happy with the quality of education and care provided.

Achievement is good. From starting points that are below those typical for their age, pupils make good progress, so that by the time they leave their standards in reading, writing and mathematics have improved to being broadly average. The progress of some pupils is hindered by poor literacy, so the school has made tremendous efforts to improve speaking, reading and writing skills in both year groups. Improved Year 2 test results in 2008 indicate this action is effective.

Throughout the school, pupils' personal development is good. Most pupils acquire the self-confidence and social skills to prepare them well for the next stage of their education. Almost all pupils behave well and show enthusiasm for learning. They enjoy coming to school because their lessons are fun and there are lots of interesting activities on offer. They feel safe and secure because they are extremely well cared for. The school works in close partnership with parents. The highest priority is given to arrangements for safeguarding. Adults' knowledge of individual pupils, and their readiness to go that extra mile, ensures that pupils' welfare needs are met very well. The pupils' welfare needs are often supported by the school's effective links with external agencies. Many pupils contribute generously to the school and wider community. They take on responsibility in working as School Councillors, Playground Pals and Play Leaders. They help organise and run community events such as discos and barbecues, collect and distribute harvest festival parcels and raise considerable sums of money for charities such as Children in Need. The vast majority of pupils attend well. The persistent absence of a very small minority means overall attendance is average.

Good teaching ensures that pupils' learning is effective as well as enjoyable. Lessons are planned with a variety of interesting activities including plenty of opportunities for investigation and research. A good curriculum puts an increasing emphasis on ways that help pupils learn through practical experiences. This has allowed the majority of pupils, including those who find learning most difficult, to achieve well. However, the more able pupils do not always receive the level of challenge which would allow them to reach the higher test levels. Teachers' assessments are accurate but are not used consistently to inform pupils about how well they are progressing towards their targets or what they need to do to improve their work.

The headteacher leads an inclusive school in which all pupils are valued equally and their needs met. After a period of uncertainty, when progress was restricted by the lack of a permanent headteacher and deputy headteacher, well conceived plans for raising standards and achievement are now in place. Staff at all levels and governors have the capacity to take the school forward.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision is good. Children enjoy school, because learning through play is fun and because high quality support ensures they are extremely well cared for. Good induction helps them settle quickly into routines so that they soon learn to co-operate with adults and each other.

Staff have a good understanding of how young children learn. Planning is focused on meeting individual needs and interests, and ensures that all areas of learning are covered on a regular basis. Activities are well balanced between those directed by adults and those selected by children. Assessment is accurate and firmly rooted in observation. Most activities are planned so that staff can check children's progress in more than one area of learning. This information is used to plan the next steps. Parents are kept well informed about progress and are actively encouraged to support their children's learning.

When children enter the school, their levels of knowledge and skills vary considerably but overall are below those typical for their age. This is particularly so in personal development and a significant number also experience speech and language difficulties. By the end of the Reception year, the majority of children have made good progress, particularly in personal and social development. The majority reach the levels expected of five-year-olds in all areas of learning but not in communication, language and literacy. However, extensive use of speech therapy and a programme to develop children's understanding of sounds and letters is increasing the number reaching expectations in this area. Good leadership and management are characterised by a shared sense of purpose, good teamwork and a constant drive to improve all aspects of provision.

### **What the school should do to improve further**

- Ensure more able pupils receive sufficient challenge and support.
- Make sure pupils know the levels they are working at and what they need to do to improve their work.

## **Achievement and standards**

### **Grade: 2**

Standards are average and achievement is good. Results in national tests at the end of Year 2 have fluctuated in recent years but have been broadly average. Provisional results in 2008 show an improvement in the number of pupils reaching the expected level in writing and mathematics. Too few pupils, however, reached the higher standard of Level 3 in reading and writing. The great majority of pupils, including those who find learning difficult, met their target of making better than expected progress. Early indications are that standards in the present Year 2 are higher, with a much greater proportion of pupils already working towards achieving higher levels in all subjects.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They are friendly and polite, and form good relationships with adults and with each other. They enjoy coming to school because lessons are fun, staff are friendly and helpful, and they like taking part in the many activities on offer. Almost all have positive attitudes to learning, underpinned by good behaviour. A very small minority can very occasionally disturb lessons. Serious misbehaviour is very rare. Pupils say they feel safe in school and are confident that their concerns will be listened to. They understand the code of conduct and show concern for the safety and well-being of others.

Attendance is average and improving. The school's ethos and embedded values ensure that pupils' spiritual, moral, and social development is good. Pupils also have a good knowledge and understanding of other cultures. Their awareness of the importance of exercise and nutrition

is shown in the way they use the good facilities the school provides for physical activity and healthy eating. They are very active in helping others in the school and make an excellent contribution to their local community. When given the opportunity, they have the confidence to work independently and in groups. With sound academic development and well developed social skills, pupils are well prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good and sometimes outstanding teaching enables most pupils to make good progress. They respond well to lively, stimulating activities and meet teachers' high expectations for hard work. Clear explanations, effective questioning and good relationships are strong features of most lessons. Teachers have good subject knowledge which is constantly updated. This helps them to plan small steps in learning and provide a variety of 'hands-on' activities, which are well matched to the needs of most pupils but not always to those of the most able. Learning is enjoyable, so pupils are attentive, well behaved and keen to do well. Teaching assistants are deployed well to support pupils who need extra help with their learning. Interactive whiteboards are used well to arouse interest and extend learning. Assessment procedures give an accurate picture of pupils' progress but this information is not always shared with pupils.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is well designed to give all pupils similar experiences, and to meet their needs. Interesting cross-curricular themes and projects on, for example, 'Space' or 'Dinosaurs', have a strong focus on learning at first hand through 'hands-on' investigation and problem-solving. There are frequent visits to places of interest and many visiting artists and performers. A day at Cleethorpes enriches a study of the seaside. The curriculum is now much more effective in promoting cultural development. Provision for literacy, numeracy and information and communication technology is good because there are many opportunities to develop and apply skills across the curriculum. A well planned programme of personal, social and health education strongly influences pupils' personal development. Use of purposeful materials gives pupils good opportunities to consider spiritual matters. Pupils' participation in a good range of activities outside lessons enhances learning, increases enthusiasm for school and helps develop good social skills.

### **Care, guidance and support**

#### **Grade: 2**

Outstanding pastoral care and support ensure pupils are happy, safe and secure.

They are confident in approaching adults with any worries or concerns because they can rely on sympathetic and sensitive support. Those who require additional help with learning receive support carefully tailored to their needs. Support for the most able pupils is not as effective. Close links with external agencies allow access to more specialist support. Procedures for child protection and health and safety are constantly reviewed and updated. The school works hard and with increasing success to encourage parents to support learning. There is a high level of trust between home and school. Good procedures to improve attendance are having some success, notably in reducing term-time holidays. Systems for tracking pupils' progress have

improved since the previous inspection and are now good. However, pupils are not yet routinely well informed about how well they are doing or about what they need to do to make further progress.

## **Leadership and management**

### **Grade: 2**

The strong leadership of the headteacher and a settled management structure have brought a clear sense of purpose and direction to the school. Morale is good because staff feel valued and there is a strong commitment to teamwork, leading to good working relationships. Rigorous monitoring of the school's performance by senior and middle managers gives a clear picture of where improvement is needed. Initiatives are planned and evaluated for their impact on pupils' progress.

Subject coordinators have a good understanding of their role and are very active in developing and updating teaching and the curriculum in their areas. However, their improvement plans are not yet sufficiently well linked to the whole school plan. An expanded and increasingly well-trained governing body is becoming more involved in monitoring the school's progress. Sound financial management ensures the school provides good value for money. Issues raised at the last inspection have been addressed. Appropriate and well-planned strategies are beginning to impact on standards. There is no complacency and staff at all levels display the drive and determination to improve. Therefore, the school has good capacity to improve.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

17 September 2008

Dear Pupils

Inspection of Enderby Road Infant School, North Lincolnshire, DN17 2TD

Thank you for making me so welcome when I inspected your school. I really enjoyed my visit and hearing about how much you enjoy school. Thank you very much for being so friendly and helpful. I agree with you and your parents that yours is a good school.

There are many things I like about the school.

Adults take very good care of you so you feel safe and happy.

Teachers do a good job of making your lessons interesting and fun so that you make good progress in learning.

Those of you who find learning difficult are given plenty of extra help.

Your behaviour is good and you care a great deal about each other.

You know a lot about staying safe, keeping fit and eating healthy foods.

You like to help others and are very busy in raising funds for charity and in organising events like school discos and barbecues.

I was pleased to hear that you enjoy visits out of school, visitors to school and after school clubs and sports.

I think the school is well run but that it can do some things better.

You should be told more often about how well you are doing and about how to do even better.

Faster learners require harder work to help them reach higher standards.

I wish you well for the future and hope that you will always work hard and enjoy school.

Peter McKay

Lead inspector